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ABSTRACT

Cultural awareness activities for studying about the Chicano minority in the United States are provided in this curriculum guide. The units are designed to sensitize 7th grade students to Chicano contribution to American life, acquaint and motivate them to respect the Chicano culture, and inform them of Chicano social and economic problems. The guide contains a statement of rationale, goals, objectives, a report of the Board of Education, time schedule, and 14 learning experiences. These learning experiences include readings, role playing, Spanish-English word translations, suggestions for guest speakers, films, values clarification activities, Chicano poetry reading, and fiesta. The appendices include an evaluation of the materials, handouts for the learning experiences, a mini-course in Spanish, and an annotated bibliography. (Author/DE)

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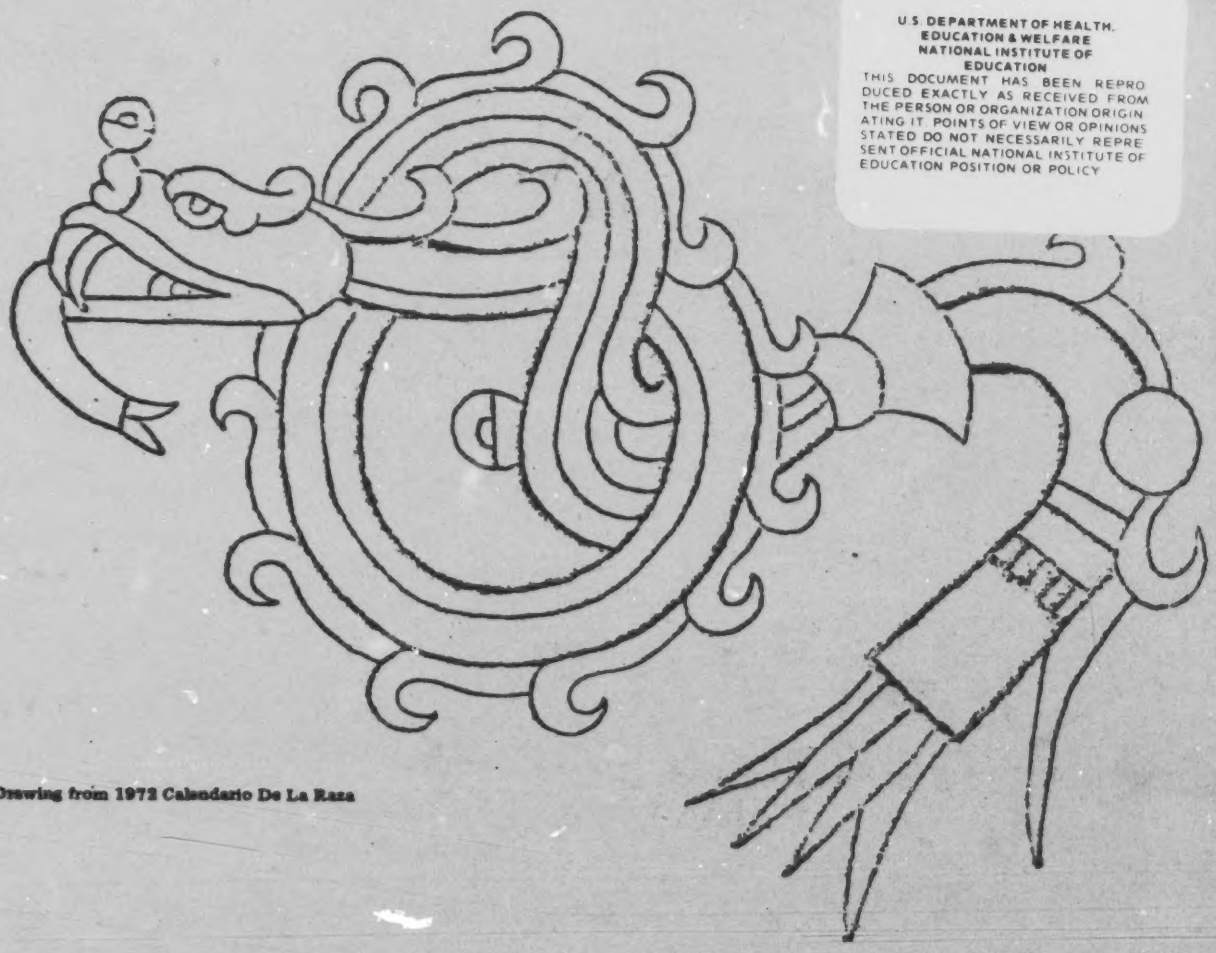

Drawing from 1972 Calendario De La Raza

INTERDISCIPLINARY SEVENTH GRADE CHICANO CULTURAL AWARENESS UNIT

(Trial Use at Lefler, March 1973)

LINCOLN PUBLIC SCHOOLS
Lincoln, Nebraska

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FOREWORD

As you examine these pages please keep in mind that the material has been tried only once, that the committee was able to find no Chicano Cultural Awareness Units to follow as models, and that good resource materials were often difficult to locate.

Despite problems encountered, I believe that the committee has produced a unit that can serve as a valuable tool in increasing students' understanding of and empathy for this important minority group. I base my belief on data from evaluative tools, which showed positive gains, upon visitations at Lefler, and upon teacher comments. However, I am also convinced that the unit can become a stronger tool through input from schools who try it during the 1973-4 school year and am therefore urging those who use the unit to send to the Office of the Consultant in Foreign Languages any or all of the following:

1. Ideas or techniques not now in the unit which have helped your students reach the objectives: simulations to bring to life cultural contrasts, games for mastery of basic information about Chicanos, exercises to reinforce important facts and develop positive attitudes in the areas of social studies, and ideas for quest activities

2. Print-outs of the two evaluative tools run through data processing, summary of the third tool. (Information about student IBM forms is available from the Consultants Office.)

3. Suggestions for resource books recommended for junior high libraries or classrooms. (A brief description of each book on a 4 x 6 library card is a convenient format for our files.) The bibliography at the end of the unit is presently short because it is limited to books committee members and students have read and recommended.

4. Audiovisuals which may enhance the unit (transparencies, other ideas for bulletin boards, etc.)

As basic material for the unit, I strongly recommend the Chicano Cultural Awareness Kit which can be checked out from the Media Center, PSAB. An asterisk in the unit indicates an item in the kit. A copy of the unit is included in the kit and additional copies are available from the Consultants Office for school staff members using the kit. The evaluation of the trial use at Lefler can also be had for the asking.

Planning for the Chicano Cultural Awareness Unit was begun in the fall of 1972 by a committee composed of Mrs. Kathy Blecha, English, Lefler; Mrs. Rosalie Boehmer, Spanish, Lefler; and Mrs. Linda Burk, Spanish, Pound. Working with them was Miss Carole Crate, who developed the scale to measure changes in attitude for her doctoral dissertation at the University of Nebraska. In the final planning stages the group was joined by five other Lefler teachers: Miss Diane Olsen, English; Mr. Harold DeVries and Mr. R. Michael Troester, social studies; Mrs. Cynthia Tanderup, art; and Mrs. Marie Wilson, music.

Those of us who worked with the Chicano Cultural Awareness Unit found the experience exciting and fruitful. The close contact with those of Mexican American heritage was especially rewarding. Without their generous gift of their time in

providing us with resource information and materials and in working with students in large and small groups the unit could not have become a reality. We shall long remember with gratitude the contributions of staff and students in the HEP program, of Mr. Joe Aguilar, and of others who were always ready to lend a helping hand.

Elizabeth Grone
Consultant in Foreign Languages

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INTERDISCIPLINARY SEVENTH GRADE CHICANO CULTURAL AWARENESS UNIT

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CULTURAL AWARENESS UNITS--CHICANOS

RATIONALE

The need for cultural awareness units dealing with Spanish-speaking minority groups has a solid base in the second of the four major goals for foreign language in the Lincoln Public Schools.

> "To increase understanding of American society and values through contrastive study of another people and to become more sensitive to minority groups and their contribution to American life."

The selection of the Chicanos as the first focus can be justified by the following:

(a) They are the largest of the Spanish-speaking ethnic groups and the second largest minority in the United States

(b) Mexican-Americans have lived in what is now the United States longer than either Puerto Ricans or Cubans and have thus because of numbers and length of stay had a greater impact on American life than the other two

(c) Our own state of Nebraska has approximately 50,000 Mexican-Americans

(d) Chicanos have serious social and economic problems with which in a multiple society all Americans should be acquainted.

Two quotations from an article "Mexican-Americans" by Jack D. Forbes may serve to underline the crucial need to include Chicano Cultural Awareness units among boys' and girls' educational experiences:

> "...the Mexican heritage of the United States is very great indeed. For at least 6,000 years Mexico has been a center for the dissemination of cultural influences in all directions, and this process continues today. Although the modern United States has outstripped Mexico in technological innovation, the Mexican people's marked ability in the visual arts, music, architecture, and political affairs makes them a constant contributor to the heritage of all of North America. The Mexican-American people of the United States serve as a bridge for the diffusion northward of valuable Mexican traits, serve as a reservoir for the preservation of the ancient Hispano-Mexican heritage of the Southwest, and participate directly in the daily life of the modern culture of the United States."

> "...the Mexican-American community considered in its entirety is a vital, functioning societal unit with considerable ability to determine its own future course of development. It may well succeed in developing a reasonably stable bicultural and bilingual tradition which will provide a healthy atmosphere for future generations and

which may prove attractive to many Anglos. In any case it is clear that the proximity of Mexico will insure a continual flow of Mexican cultural influences across the border and the Mexican-American community, as a bicultural population, will not soon disappear."

These cultural awareness units are designed to sensitize all ethnic groups to the contribution to American life, including language, made by the Mexican American; to acquaint them with and motivate them to respect the Chicano's culture; to inform them of his social and economic problems; and to encourage them to join in a common effort to help solve these problems. The units should bring the Mexican-American increased understanding and appreciation of his identity. Hopefully the study of one minority will sensitize students to other minority groups and make students aware of the strength of diversity and their own responsibilities in a pluralistic society.

It is recognized that although cultural awareness is an appropriate goal for foreign language and that it is impossible to understand fully the culture of a people without an acquaintance with the most significant expression of that society, namely, its language, a cultural awareness unit transcends the boundaries of a single discipline and important contributions to it can be made through English, social studies, music, art, home economics, and practically all other areas that make up the school curriculum. In seventh grade an interdisciplinary unit is therefore being developed for trial at Lefler during the second semester of the 1972-73 school year and teachers in other schools and at other levels are encouraged to look for meaningful ways of joining with their co-workers in other disciplines in fostering cultural awareness.

GOALS

As a result of the activities in the Chicano Awareness Units, the student will:

I. Demonstrate an awareness of the existence of the Mexican American culture as an integral part of our national heritage.

   A. Demonstrate an awareness of differences between the Mexican American culture and the Anglo culture.

   B. Notice instances of the Mexican American culture or language in the Anglo culture and in the English language.

   C. Demonstrate an awareness of the Mexican American language or culture as reflected in daily life or media.

II. Demonstrate empathy toward the Mexican American people.

   A. Accept that Mexican Americans have different ways of expression in words and actions.

   B. Accept that there is no right or best system of language and culture.

   C. Accept that the Mexican American language and culture is as natural, simple, and correct as that of Anglos.

   D. Display respect for the dignity of human beings.

III. Recognize and recall information which will help him understand the customs, traditions, problems, and contributions of the Mexican American people.

   A. State the number of Mexican Americans and their distribution throughout the United States.

   B. Describe individual contributions made by outstanding Mexican Americans.

   C. Assess how certain key events in Mexican American history (Mexican-American War, etc.) have affected the Chicano people.

   D. Recognize problems of the contemporary Mexican American.

IV. Compare and contrast significant aspects of the Mexican American culture which are similiar to and those which are in conflict with the Anglo culture.

   A. Compare values, customs, and traditions of the Mexican American culture with the values, customs, and traditions of the Anglo culture.

   B. Describe the conflicts that exist between the Mexican American culture and the Anglo culture.

   C. Indicate ways in which these conflicts can be overcome.

V. Evaluate the contemporary behavior of the Mexican American people in terms of their own values and criteria.

A. Evaluate the quest of Mexican Americans for equal social opportunities.

B. Evaluate the quest of Mexican Americans for equal political opportunities.

C. Evaluate the quest of Mexican Americans for equal educational opportunities.

D. Evaluate the quest of Mexican Americans for equal economic opportunities.

VI. Judge the validity of generalizations regarding the Mexican American people.

OBJECTIVES FOR SEVENTH GRADE
CHICANO AWARENESS UNIT

Suggested time 3 weeks (approximately 30 hours)

Objectives to Implement Goal I	Evaluation
1. Students will note differences between family life in the Mexican American culture and in the Anglo culture.	1-4. Given 19 multiple choice questions as a part of a pre-test and post-test, students will demonstrate a positive change which is statistically significant. (See Appendix A for copy of questions.)
2. Students will name one instance of Mexican American influence in each of the following areas: food, music, clothing, arts and crafts, and architecture.	
3. Given a selected list of place names in the Southwestern United States and Nebraska, students will be able to cite those which have been derived from Spanish.	
4. Students will identify from a selected list Spanish words which have become a part of American English.	4. Students will match correctly 10 out of 12 words on the list with slide pictures illustrating them.
5. Students will participate in one or more of the following cultural awareness activities: (a) Cook Mexican food (b) Perform a Mexican dance (c) Perform Mexican music (d) Create an art form in the spirit of Mexican American culture (e) Make a drawing or a model of an architectural subject showing Mexican influence (f) Complete a project of their own choosing	5. The project will be completed satisfactorily in the judgment of the teacher and will be a part of the display, program, or refreshments at the fiesta.

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Objective to Implement Goal II	Evaluation
After viewing films, listening to Chicano speakers, reading about Chicanos and their culture, completing a mini-course in Spanish, role playing in a situation where they are faced with a language barrier, and engaging in other appropriate learning activities, students (a) will accept that Mexican Americans have different ways of expression in words and actions which are as natural and correct as those of Anglos and (b) will respect these differences.	
Objectives to Implement Goal III	
1. Students will demonstrate knowledge of the following demographic facts about Mexican Americans: approximate number in the United States, five states having the largest Mexican American population, and approximate number in Nebraska.	Given 20 multiple choice questions as part of a pre-test and post-test students will demonstrate a positive change which is statistically significant. (See Appendix A for copy of questions.)
2. After role playing exercises in which outstanding Mexican Americans are interviewed, students will be able to describe their individual contributions.	
3. Students will know selected facts in the history of the Mexican Americans including early settlement before the U.S. was born, successive loss of Mexican territory to the U.S., later waves of immigration including "wetbacks", and struggle for economic justice.	
4. Students will be able to summarize basic facts about the Chicanos' role in World War II.	
5. Students will be able to identify and explain five problems of Mexican Americans today.	

Objectives to Implement Goal IV	Evaluation
1. In groups students will construct charts showing the similarities and differences between Mexican American and Anglo values.	1. The charts will be the evaluative tool.
2. Students will participate in role playing exercises in which the conflicts that exist between the Mexican American culture and the Anglo culture are dramatized.	2. The role playing will be the evaluative tool.
3. The class will indicate ways in which these conflicts may be resolved.	3. The evaluative tool will be written recommendations for resolving one of the conflicts.
Objective to Implement Goal V	
Students will be able to describe the primary motivations of the characters in the books *Across the Tracks* and/or *Mighty Hard Road: The Story of César Chávez.*	Class discussion will be the evaluative tool; the teacher will judge whether the objective has been met.
Objective to Implement Goal VI	
As they progress through the unit students will demonstrate less stereotyping of Mexican Americans.	In groups students will write generalizations about Mexican Americans at the beginning of the unit and working in the same groups judge the validity of these generalizations at the end. (See Appendix A for a list of stereotypical statements and generalizations often made about Mexican Americans.)

INTERDISCIPLINARY SEVENTH GRADE
CHICANO CULTURAL AWARENESS UNIT

Trial Use at Lefler

Report to the Board of Education

Fiestas on March 21 and 22 climaxed for seventh graders at Lefler a three-week interdisciplinary Chicano Cultural Awareness Unit. English and social studies teachers joined with instructors in art, music, and home economics to help sensitize students to the cultural heritage of Mexican Americans and their problems and contributions to American life. Mrs. Rosalie Boehmer, Spanish teacher at Lefler, prepared seventh grade Spanish classes to "teach" a mini-course in Spanish, thus adding an important dimension to the Chicano Cultural Awareness Unit. The culminating activity for the mini-course was a Mexican market conducted entirely in Spanish with ninth grade Spanish students in the role of vendedores and articles from Mexico provided by Mrs. Beatrice Espey Garrett, former foreign language teacher at Lefler. Here, tempering the fun of bargaining, seventh grade students could experience the frustration of their limited ability to communicate and become more aware of the language barrier faced by many Mexican Americans.

Under the direction of English teachers all students read one or more books dealing with Mexican Americans, and to realize the objective of building a more positive image of Mexican Americans, role played TV interviews with one student as reporter and the second as a well-known Mexican American. Plunkett appeared in a football sweater, football in hand, and Trevino carried a golf club. A further air of reality was provided by projecting a slide of the famous Mexican American during the interview. Other role playing experiences lent reality to cultural similarities and contrasts between Anglos and Chicanos. Students were also alerted to Spanish words adopted without change in English with stress on those which have cultural overtones: adobe, fiesta, patio, rodeo, etc.

The unit was kicked off by Spanish-speaking Americans who talked about the cultural heritage and problems of Mexican Americans. A Chicano speaker also gave students insight into the close family life of Mexican Americans, and at the close of the unit Mexican American students in HEP, the High School Equivalency Program, in small group discussion answered questions about Chicanos which had occurred to students during the course of the unit. A 30-minute film, MEXICAN AMERICANS: HERITAGE AND DESTINY, supplemented and reinforced the native speaker at the opening, and midway in the unit a second film, MEXICAN AMERICAN CULTURE, gave a historical survey of Mexican music and historical facts relevant to understanding Chicano culture. An introduction to music popular with young Mexican Americans was provided by Rudolf Rangel, a HEP student from Texas, who sang and played the guitar.

Social studies teachers led discussions of films and speakers and to introduce common facts about Mexican Americans used a *Did You Know* bulletin board featuring miscellaneous items ranging from "Spanish is the most widely spoken language in the western hemisphere" to "Anthony Quinn is a Chicano born in Chihuahua, Mexico." They also alerted students to Spanish place names in the southwestern part of the United States and posted a large map of Nebraska identifying towns whose names are of Spanish origin. Group charts showing

similarities and differences between Mexican and Anglo values were developed and current problems of Mexican Americans discussed.

In addition to the daily two-hour basic studies block students had four activity periods during which they could choose to work in the areas of art, music, or food, in individual or group projects. Art students produced piñatas by the score and painted dramatic social protest posters. Music students learned Mexican songs and two spirited Mexican dances. Those selecting food for their project served as hospitality committee for the fiesta and prepared recipes furnished by Mexican Americans. Adding frosting to the unit arrangements were made for students who had transportation to see Mexican food prepared at the Los Sanches restaurant and to buy from the menu if they wished.

Three instruments, used for pre-testing and post-testing, were the chief evaluative tools. For her doctoral dissertation at the University of Nebraska Carole Crate developed a scale to measure changes in attitude toward Mexican Americans, social studies teachers administered a multiple choice factual test, and under the guidance of English instructors students worked in small groups to write generalizations about Mexican Americans at the beginning of the unit and in the same groups judged their validity at the end of the trial period.

The unit was developed by a committee of English, social studies, and Spanish teachers working with Miss Elizabeth Grone, Consultant in Foreign Languages. The group first met in October and was joined in the final stages of the planning by teachers in art, music, and home economics. One task remains for the Lefler committee which presently consists of Mrs. Kathy Blecha and Miss Diane Olsen, English; Mr. Harold DeVries and Mr. R. Michael Troester, social studies; Mrs. Cynthia Tanderup, art; and Mrs. Marie Wilson, music. This final task is to complete the evaluation and review the unit in the light of the trial experimentation. Mrs. Linda Burk, Pound, also a member of the committee, will try out the unit in her seventh grade Spanish classes at Pound, adapting components for use in schools where the materials will be a part of Spanish classwork rather than in an interdisciplinary unit.

The unit will be placed in a Chicano Cultural Awareness kit which will include as basic media books dealing with Mexican Americans, transparencies, slides, the *Did You Know* and *Nebraska Place Names* bulletin boards, and a tape of Ranchero music. The kit may be checked out through the Media Center, PSAB.

--Handout to Board of Education
--Background Information for Articles Appearing in the "Lincoln Star" and "Education Insights"

TIME SCHEDULE

Trial Use at Lefler

(Fifteen two-hour blocks plus six to seven activity periods, beginning February 26, 1973)

Preceding Day 1

Pre-Test on Attitudes Toward Mexican Americans, developed by Carole Crate for doctoral dissertation — 20 minutes

Day 1

Pre-test on Objectives to implement Goals I and III — 30 minutes
39 multiple choice questions
(See Appendix A for sample test from which dittoed copies may be made.)

Pre-test on Objective to implement Goal VI — 15 minutes
Students will be divided into groups of 5-7, will select a recorder, and will write generalizations they have heard about Mexican Americans.
(See Appendix A for stereotyped statements and generalizations often made about Mexican Americans.)

Overview of unit, including a preliminary introduction to individual and group projects — 10 minutes
(See Objective 5 for Goal I.)

Days 1-14 (Activities to be directed by English teachers) — 1 hour daily

Reading and discussing *Across the Tracks* and/or *Mighty Hard Road: The Story of César Chávez*
See Learning Experience 1, pages 13-14

Role playing
A student playing the role of a reporter will interview another student taking the part of an outstanding Mexican American.
See Learning Experience 2, page 15

Recognition of 20 Spanish words which have become a part of American English
See Learning Experience 3, page 16

Writing experiences and related Simulations and role playing
See Learning Experience 4, pages 17-18

Days 2-3 Overview of Unit, continued

Presentation of aspects of Chicano Cultural Awareness to be emphasized in the unit, using visuals and realia, by a Mexican American — 1 hour

Involving students in planning for the unit — 1/2 hour
Division into groups for input from students on content of unit, using the talk by a Mexican American as a resource, group written recommendations to be presented to teachers to be incorporated in plans

Days 4-14 Exploratory Course in Spanish

To be taught by Mrs. Boehmer's seventh grade Spanish students working in teams, using as basic materials *Elementary Spanish Kit*, 468E, Staff Media Center, PSAB, 7-8 students in each group, to implement Objective for Goal II — 1/2 hour daily
(See Appendix C.)

Days 3-14 (Activities to be directed by social studies teachers) — 1/2 hour daily

Family life of Mexican Americans, to implement Objective 1 for Goal I (two 30-minute sessions)
See Learning Experience 5, page 20

Demographic facts about Mexican Americans, to implement Objective 1 for Goal III
See Learning Experience 6, pages 21-22

Other facts about Mexican Americans, to implement the Objectives for Goal III
Bulletin Board: *Did You Know?*
See Learning Experience 7, page 23

Spanish place names in the United States, to implement Objective 3 for Goal I
See Learning Experience 8, pages 24-26

Activity to incorporate student suggestions into the unit and to prepare for Learning Experiences 10-12 (two 30-minute sessions)
See Learning Experience 9, page 27

Historical background which may shed light on present problems, to implement Objectives 3 and 4 for Goal III (two 30-minute sessions)
See Learning Experience 10, pages 28-30

(One or more of the following to be selected as time permits)

Development of group charts showing similarities and differences between Mexican American and Anglo values, to implement Objective 1 for Goal IV
See Learning Experience 11, pages 31-32

Identification of problems of Mexican Americans today, to implement Objective 5 for Goal III and Objective 3 for Goal IV
See Learning Experience 12, page 33

Day 11 (Time to be taken from allocation to activities directed by English teachers)

Rudolph Rangel singing and playing on guitar music currently popular with young Mexican Americans, to implement Objective 2 for Goal 1 and Objective for Goal 2	1/2 hour

Day 15

Post-test, Attitude Scale, to evaluate Objective for Goal II	15 minutes
Post-test, facts about Chicanos, to evaluate Objectives for Goals I and III	30 minutes
Post-test, to evaluate Objective for Goal VI as outlined in objectives	15 minutes
Fiesta, as described under Activity Periods Note: plus one hour of activity period time, making two hours for fiesta	60 minutes

Activity Periods (six to seven periods of one hour each)

Special projects
Four or five activity periods will be used for work on individual and group projects, divided into areas of art, music, including dance, and food
See Learning Experience 13, pages 34-35

Fiesta
Mexican market
Display and reports on individual and group projects
Program based on projects
Piñata
Chicano favorite foods
See Learning Experience 14, page 36

Preparation for fiesta (one period)

LEARNING EXPERIENCES

Learning Experience 1 — Time: Nine hours

The teacher will explain the reading requirement. Each student will be asked to read either *Across the Tracks*, the story of a young Mexican American girl and problems she encounters during her senior year, or *Mighty Hard Road: The Story of César Chávez*, the story of the Mexican American activist, his motivations, desires, successes, and failures. (See Appendix B for suggested study guides which may be duplicated as student handouts.)

Students will form reading groups which will meet during the entire unit. These reading groups will attack questions in the study guides and/or questions such as:

1. Describe the main character of your book.
2. What do you think this person is seeking?
3. What motivates this person?
4. What problems do the characters in your book encounter simply because they are Mexican Americans?
5. What conflicts arise between the Mexican Americans and the Anglos?
6. Cite specific Mexican American traditions, values, attitudes, gestures, or other aspects of the Chicano culture which are referred to in your book(s).

Students may also read an extra-credit book and if they do so will be encouraged to fill in the following information on a 4 x 6 card which will be placed in a file of books suggested for this unit.

Title, Author
Suggested grade level
Brief summary of content
Insights into Mexican Americans gained from the book
Evaluation: excellent, good, fair, poor

Suggested books:

Viva Chicano by Frank Bonham, Dell Publishing Co.
Bull Fever by Kenneth Tynan, Atheneum Press, 1966
Shadow of a Bull by Maia Wojciechowska, Atheneum Press, 1964 (Spain)
My Heart Lies South by Elizabeth Bolton Trevino, Thomas Y. Crowell Co., 1953
Pornada by Mary Francis Shura, Atheneum Press, 1968
The Fabulous Firewood Family by James Flora, Harcourt, Brace, and World, 1955
The Place by Elizabeth Coatsworth, Holt, Rinehart, and Winston, 1959
It Happened in Chichipica by Francis Kalnay, Harcourt, Brace, and Jovanovich, 1971
"Tejanos at the Alamo," page 112; "From Mexico to California," page 160; "Barrio Boy," page 221, *Many People, One Nation* by Peter I. Rose, Random House, 1973

Fulfillment of Objectives:

This activity will help to fulfill the objective for Goal V which states that students will be able to describe the primary motivations of the characters in *Across the Tracks* and/or *Mighty Hard Road*.

This activity deals with upper level cognitive learning (synthesis and analysis, and affective learning.)

Goal directed questions for discussion for which reading may furnish a background:

1. Chicanos would like to have their language and culture recognized in our schools (i.e., They want a bilingual bicultural education, with some bilingual teachers.) Is this a good idea?

2. Should Chicano children be expected to speak good Spanish?

3. Mexican Americans want equal wages for equal work. Should they be willing to accept a lower economic status?

4. Is the recent militancy of Chicanos understandable, in view of the conditions to which they have been subjected?

5. Is it "right" for them to want cultural pluralism?

6. Is it an asset for someone to speak two langauges?

7. Are Mexican Americans just as capable of being good citizens as other Americans are?

8. Should there be more Mexican Americans in our government?

9. Should we allow advertising on TV which might be construed as making fun of Mexicans (e.g., Frito Bandito, Zapata Taco Shells, etc.)?

10. Would it be all right for Mexican Americans to live in my neighborhood?

11. Would it be a good idea if there were some Mexican American teachers in (my) school?

--Submitted by:

Carole Crate

Learning Experience 2

Time: Two hours

1. Students, in pairs, will choose a famous Mexican American and role-play a TV interview. Among names which may be selected are:

Vikki Carr	*Lee Trevino	*Joan Baez
*César Chávez	"Corky" Gonzales	
*Bishop Flores	*Raquel Welch	
*Jim Plunkett	*Reies Tijerina	
*Anthony Quinn	*Trini Lopez	

(For student worksheet for preparing the interview see Appendix B.)

For resource information on famous Mexican Americans, see the following in the kit:

Catorce Personas Lindas
Calendario, 1972
File of printed resource material *Famous Mexican Americans*

2. At the beginning of the interview a slide of the person to be interviewed may be projected. Famous Mexican Americans whose pictures are now in the slide series in the kit are indicated with an asterisk in the list given above. Teachers and students are urged to lend for copying on slides pictures of other famous Mexican Americans which they may find.

Getting into character may be assisted by using props, such as a golf club, tennis racket, football, etc.

Fulfillment of Objectives:

This activity will help to fulfill Objective 2 for Goal III:

"After role playing exercises in which outstanding Mexican Americans are interviewed, students will be able to describe their contributions."

Learning Experience 3 Time: One to two hours

(for use under the direction of the English teacher or in the Spanish mini-course)

1. Spanish students will prepare in advance a bulletin board illustrating Spanish words which have been adopted in American English.

   Word list for reference:

adobe	chocolate	pimiento
armadillo	coyote	plaza
banana	fiesta	rodeo
bronco	lima	siesta
burro	llama	tabasco
cafeteria	mosquito	tapioca
chili	patio	tomato

2. The teacher will introduce these words using the bulletin board as a visual aid and where possible grouping the words to introduce cultural content.

   Examples:

   As a group "adobe," "patio," and "plaza" may open up discussion of their role in Mexican architecture. The word "adobe" may be related to Spanish missions in California and Texas.

   The foods on the list might trigger an exchange about Mexican American food.

3. For reinforcement a Word Search may be used. (See Appendix B.)

4. For evaluation the teacher will show slides (from the kit) which illustrate these words and ask students to write a Spanish word(s) adopted in English which the picture suggests to them. Students will match correctly 10 out of 12 words on the list with slide pictures illustrating them.

Fulfillment of Objectives:

This activity will help fulfill Objective 4 for Goal I:

"Students will identify from a selected list Spanish words which have become a part of American English."

Learning Experience 4 Time: One to two hours

The teacher will introduce the following activity: "In groups today we are going to role-play situations that may occur between Anglos and Mexican Americans. As you role-play and watch the other groups role-play, try to imagine how you would feel if you were a Chicano or an Anglo. Why does communication break down?"

A. In the Mexican culture, a child is trained differently than in the Anglo culture. From the time he can toddle around he is taught to automatically look at the floor when he is being scolded. If the father of a small Mexican boy were to say,"Now look, Ricardo, you and I are going to have a little trouble about this," and the child were to look up, he would immediately be corrected. His father would say, "Lower your eyes! Look at the floor!" Ricardo automatically looks at the floor whenever scolded. His second grade teacher doesn't understand the training he has received, she shouts, "Look at me when you talk."

B. When two Mexicans owe each other money, one may come up to the other and make a small circle with his hand, which means money. This gesture asks the question, "Where is the money you owe me?" And it asks it without words, without one friend coming right out and making a demand. It is smooth and gentle.

Two Anglos in the same situation have no such defenses. Mr. Simpson will most likely adopt an injured tone and say, "Hey, Frank--where's that fifty bucks you owe me?" The impact of these words, the necessity of saying them at all, puts both men on the defensive. Put a Mexican American and Anglo in this situation--see what happens.

C. An Anglo tourist has been having dinner in a restaurant in Mexico. It is getting late; he is tired; he has a long day of sight-seeing planned for tomorrow. He wants to pay his bill and go back to the hotel. But the waiter is occupied elsewhere. The Anglo sees nothing wrong with raising his voice and calling, "Hey, waiter!" He doesn't know that the way to call a waiter in Mexico is to employ a sort of lip-smacking noise. So, because of this lack of knowledge he uses his own method. Consequently, the waiter considers him rude (and probably continues to ignore this barbarian with the loud voice)--and the Anglo doesn't understand why the check isn't being brought.

Students will answer in writing questions in Appendix B as a supplemental means for reaching objectives sought through role-playing situations.

Discussion of the statements and questions on page 19 of this unit may also help fulfill the objectives listed for Learning Experience 4.

Fulfillment of Objectives:

This activity will help fulfill the following objectives:

Objective 1 for Goal I:

"Students will note differences between family life in the Mexican American culture and the Anglo culture."

Objective for Goal II

"after engaging in other appropriate activities, students (a) will accept that Mexican Americans have different ways of expression in words and actions which are as natural and correct as those of Anglos and (b) will respect those differences."

Objective 2 for Goal IV

"Students will participate in role playing exercises in which the conflicts that exist between the Mexican American culture and the Anglo culture are dramatized."

Note: In their review of the unit English teachers at Lefler deleted several role-playing situations they had used as not culturally authentic, inappropriate, or ineffective. If you develop any that work for you to help reach these objectives, please send them to the Foreign Language Consultant to be incorporated in the unit.

Goal Directed Statements
Related to Learning Experience 4

Developed by Carole Crate

1. Would we gain anything by meeting more Mexican American people?

2. Would Lincoln be a better place to live if there were more Mexican Americans here? How? Why?

3. In a Mexican American family, the father makes all of the important decisions.

4. Mexican Americans often share everything--even money--with their extended families, even when the former are poor.

5. Mexican American boys have to look after their older sisters when they are away from home.

6. Mexican Americans stand very close when they are talking with someone.

7. Mexican Americans do not have the Anglo concept of time and are thus often late.

8. Mexican Americans whistle when they see a friend, instead of yelling at him. This sometimes seems disrespectful.

9. If a Mexican American child speaks Spanish at home, should he be allowed to do so at school?

10. Mexican American children look at the floor when the teacher scolds them. Isn't it disrepectful not to look someone in the eye?

11. Mexican Americans think that arguing or disagreeing with someone is disrespectful.

12. Would it be all right for Mexican Americans to live in (my) neighborhood?

13. Mexican Americans go to their families for help or money instead of to their friends.

14. Mexican Americans worry a lot about hurting their families because of their behavior.

15. Mexican Americans sometimes don't say exactly what they mean or think, in order to avoid hurting someone else's feelings.

16. Mexican Americans will sometimes ask their children to stay home from school in order to help with something of importance to the family.

Learning Experience 5 Time: One hour

1. A Mexican American guest speaker will talk about life in a Mexican American home. (February 2, 30 minutes)

   Possible speakers:

   Joe Aguilar
   Simon Orta
   Ray Ramirez
   Victor Resendez (student from his bilingual class at UNL)
   Student from HEP (High School Equivalency Program)

   Note: Arrangements may be made through the Consultants Office if you wish.

2. Based upon facts given by the speaker, supplemental background from the teacher, and their own research (optional), students will make a list of similarities and contrasts between family life of Anglos and Mexican Americans.

   Suggestion: Interview of a Mexican American

3. Students will try simulations on family situations and discuss the reactions.

   Example: An older brother taking a sister to a show

   Suggestion: See role playing described in Learning Experience 4

Fulfillment of Objectives:

This experience will help fulfill Objective 1 for Goal I:

"Students will note differences between family life in the Mexican American culture and in the Anglo culture."

Learning Experience 6

Time: One-half hour

1. The teacher will present the basic facts in THE MEXICAN AMERICAN IN THE UNITED STATES: AN INTRODUCTION on page 21 of this unit, using in so far as is practical an inductive approach and instructing the students to take notes.

2. Using their notes, students will fill in the Chicano Fact Sheet, Appendix D.

3. For additional drill to insure mastery of these facts, students will be given the Word Search in Appendix D.

Note: If more than half of the class miss one or more questions on the Fact Sheet, further drill will precede handing out the Word Search.

Fulfillment of Objectives

This activity will help to fulfill Objective 1 for Goal I II which states:

"Students will demonstrate knowledge of the following demographic facts about Mexican Americans approximate number in the United States, five states having the largest Mexican American population, and approximate number in Nebraska.

Note: The Fact Sheet and Word Search were added because the Evaluation indicated need for additional activites to fulfill this objective.

This activity may also be used to help develop skills in note-taking.

The Mexican American in the United States: An Introduction

Background

This unit concerns those people of Spanish and Indian descent who live mostly in Arizona, New Mexico, Texas, California, and Colorado, and whose forebears came for the most part from Mexico. Hence, they are called Mexican Americans, and, preferably by some of their youth, Chicanos. There are Chicanos living in many of our large cities in the Middle West also, such as Chicago and Kansas City. There are relatively fewer living in the East. At present 85% of Chicanos were born in the United States. The other 15% have come directly from Mexico. There are over 6,000,000 Chicanos; they are the second largest minority in the United States, and the largest of the Spanish-speaking minorities.

The cultural and political history of our Southwest is closely intertwined with that of Mexico since it was part of that nation before it became part of the United States through conquest. The region was settled by the Spanish and their descendents long before the English speaking people came to the area.

The conquest of Mexico by the United States has left great psychological "scars," and the feeling among Mexican Americans that they are treated like a conquered people in their own land.

In the late 20th and in the 21st centuries this chasm between Anglo and Hispano must somehow be bridged. This bridge must be a two-way affair in which the majority culture is educated to understand and appreciate the nature and contributions of this people, and the Mexican American acquires the skills and tools to function in the majority culture without, however, losing his own cultural identity. It becomes obvious that the larger responsibility in this matter lies with the majority culture, because only the latter can open both of these doors.

Mexican Americans:

The largest of the Spanish speaking minorities in the U.S., numbering about 6,000,000 living mostly in the five-state area of the Southwest: California, Texas, New Mexico, Arizona, and Colorado, most of which was part of Mexico before 1848. Many also live in Mid-western states. The Mexican Americans prefer not to hyphenate this term when writing it, the implication being that they do not wish to be completely assimilated, and really cannot be in the same manner as the Poles, Irish, etc., because the U.S. and Mexico share an 1800 mile open border, and the flow back and forth will always keep alive the indigenous Mexican-Indian culture in the Southwest. The Mexican American cannot eliminate his background because it will always be present so long as Mexico is there. He is not separated from his cultural roots by an immense ocean. Furthermore he is in a land whose characteristics his ancestors helped to mold, more so than the Anglo who is really the cultural stranger in the Southwest. Hence, he wishes to move within the mainstream of American society, without losing his cultural identity, but actually enriching that society. A few advocate total separatism, however.

Activist Mexican Americans prefer to be called Chicanos. Previously Mexican Americans were referred to in some circles as the invisible minority, or the sleeping giant. Another term appearing in the literature is "Normexicano."

-- A Curriculum Guide in Spanish,
Dora F. Kennedy, pages 251 and 258

Learning Experience 7 Time: 30 minutes

1. The teacher and/or volunteer students will set up the bulletin board *Did You Know?** in advance of the class hour, using those items which best fit with the objectives. As an alternative to putting up all useful items at the same time, changes may be made from day to day.

2. After looking at the bulletin board students will respond to questions about it.

   Sample questions:

   How many of the items did you know?

   Which did you find most surprising?

3. Students may be encouraged to find other items they wish to add, these to be put up the following days. Some reward for motivation such as a 10¢ coupon for the Mexican market might be given.

   Suggestions from Irving:

   Coronado came through Nebraska in 1540.

   Chicanos comprise almost half of the U.S.'s four million farm workers.

   The second largest minority group in the U.S. is the Chicanos.

   Every year Aksarben celebrates the "Court of Quivera," taken from the Spanish Conquistadores.

Fulfillment of Objectives:

This activity should help fulfill the Objectives for Goal III, which call for cognitive facts about Mexican Americans.

Learning Experience 8 Time: 30 minutes

(As an alternative some of the following experiences may be provided in the Spanish mini-course.)

1. The bulletin board dealing with Nebraska place names coming from Spanish will be put up in advance of the class.

2. Students will discuss the place names on the map. See Nebraska Place Names of Spanish Origin, pages 24-25 of this unit for resource information.

   Sample questions:

   Why do you think so many names of Nebraska towns come from Spanish?

   Which ones can you give the meaning of?

3. As an outside assignment students will list at least 10 Lincoln street names which they think are Spanish.

   Suggested resource: the blue section in the center of the telephone directory, pages 4-6, where Lincoln streets are listed.

   Examples:

Alles Circle	East Eldora Lane	Park Vista	Sierra Drive
Bermuda Drive	El Avado Avenue	Rancho Road	Terrace Road
California Street	Elba Street	Reno Road	Vegas Road
Cameron Court	Mesa Road	Riviera Drive	West Rio Road
Carlos Drive	Monterey Street	Santa Monica	Yolande

4. The teacher will write on the blackboard the names of the seven states which are Spanish. She will then give the meaning of each of these and ask students to name the state.

   Example: What state has a Spanish name that means "mountains?"

Arizona -- arid zone	Florida -- Easter	Texas -- shingles
California -- hot oven	Montana -- mountains	
Colorado -- red land	Nevada -- snow	

5. Students will complete the matching exercise Spanish Place Names in Appendix D.

Fulfillment of Objectives:

This activity will help fulfill Objective 3 for Goal I which states:

"Given a selected list of place names in the Southwestern United States and Nebraska, students will be able to cite those which have been derived from Spanish."

Nebraska Place Names of Spanish Origin

Juniata - The town Juniata was named after the Juniata River in Pennsylvania.

Loma - Loma is situated in Richardson township in the southeastern part of Butler County. The name is supposedly given to the place by the officials of the Union Pacific Railroad but why is not known. Loma is a Spanish word for a little hill or hillock, rising ground in the midst of a plain, a slope, and this may have had something to do with the selection of the name.

Panama - This village was founded in the late seventies and is located on the Missouri Pacific Railroad in Panama precinct. It was probably named for the Isthmus of Panama or the Panama Canal which were then more or less discussed.

Valparaiso - The Johnson family who settled in this vicinity in 1866 considered it the "Vale of Paradise" and so named the town Valparaiso. They had first called the place Raccoon Forks, because three creeks joined on the old homestead. Mr. Johnson was the first postmaster here and at that time the post office at Lincoln was not established. The railroad was not yet built and mail was carried on horseback from Fremont.

Lorenzo - Lorenzo is a station on the Chicago, Burlington, and Quincy Railroad in the southern part of Cheyenne County.

Saltillo - This village was founded in September, 1882. It was probably named for Saltillo, Mexico. Saltillo is from the Spanish word salto, meaning leap or bound; saltillo, a little hop or a little leap. The neighboring precinct has the same name.

Roca - Roca was laid out in 1876. In the early days the chief industry in this vicinity was stone quarrying. When the town was laid out in 1876, the citizens wished to choose a name which would suggest this industry. Roca was decided upon since this is the Spanish word for stone.

Madrid - The first settler was John McKenzie, now of Highlands, California. He located a bank here and called the embryo city Trail City. Later the site was platted and promoted by the Lincoln Land Co. and renamed Madrid, Spain. The precinct has the same name.

Sacramento - This place was probably named after Sacramento, California. The name is from the Spanish language and means sacrament.

Havana - The post office at Havana was established during the Spanish American War and was named after Havana, Cuba. It has been discontinued for several years.

Eldorado - The name is Spanish and means the gilded or golden. The soil in and around this town-site has a yellowish cast and because of this the town was so named.

Loretto - This town was originally named Loran for Mr. Loran Clark who was one of the first seven homesteaders in the vicinity. Mr. Clark was a well educated man, active in politics, and one of the first representatives of Boone county. After the name Loran was taken for the post office there was conflict in some way with another post office in the state, so it was changed to Loretto.

Nacara - The name of this town was formed from the Spanish "nacio" which means "I am born."

Monterey - An inland village in Monterey precinct, named directly or indirectly for the battle of Monterey, Mexico.

De Soto - The town of De Soto is located in De Soto township. The town and township were named in honor of the sixteenth-century Spanish explorer, Hernando De Soto. The town was platted in the autumn of 1854. It was incorporated by an act of the legislature approved March 7, 1855.

Peru - The early settlers in this vicinity came from Peru, Illinois and, when the town was laid out, they gave it the name of their former home. It was incorporated by an act of the legislature approved January 13, 1860.

Learning Experience 9 Time: One hour

1. Teacher preparation for the learning experience:

   a. The teacher will examine group student recommendations for the unit content (see page 11, paragraph 2) and make adjustments in Learning Experiences 10-12 needed to include content recommended by students which relates to the goals for the unit.

   b. The teacher will preview the film MEXICAN AMERICANS: HERITAGE AND DESTINY (available from the Bennett Martin Library and on order for distribution through the IMC, PSAB, and will make focus questions on the film which relate to this content and Learning Experiences 10-12.

2. Student experiences:

   a. Focus questions will be given to students before the showing of the film.

   b. These questions will be discussed after the film is shown.

   c. Students will be advised to write down any questions about the unit which they wish to ask of University students in HEP (High School Equivalency Program) who will meet with them for a question period the last day of classwork on the unit (group of 5 to 10 for each HEP student).

Fulfillment of Objectives:

It will be the responsibility of the teacher to see that activities are goal directed, but the activities are so flexible that it is impossible to determine at this time which goals will be implemented.

Learning Experience 10 Time: One hour

1. Students will see the film MEXICAN AMERICAN CULTURE: ITS HERITAGE (#1702-14, IMC, PSAB).

   Focus questions based upon the film and other background information:

   Do we need to know something of Mexican history and culture to understand Mexican Americans? Why?

   What specific things do you feel are important?

   What events in the past history of Mexican Americans in the United States are important for understanding them and their problems?

2. The teacher will demonstrate the expansion of the United States through land taken from Spain and Mexico using the set of projectuals on this topic.* (See pages 30-31 for background information on the projectuals.)

3. On the map, *Expansion of the United States*, in Appendix D students will draw a colored line around and label each of the following:

   a. The land in what is now the United States held by Spain before the English came

   b. The territory which belonged to Mexico before Texas became independent

   c. The Gadsen purchase

4. Using *The Chicanos* by Meier and Rivera*, pages 185-189, for resource information the teacher or a student will report to the class on the military record of Chicanos during World War II.

5. Each student will compile his own list of facts about the history of Mexican Americans which he feels will help him understand them and their problems today.

Needed: Further reinforcement of the basic facts about the Battle of the Alamo if they are considered relevant for fulfilling Objective 3 (listed below). On the cognitive pre-test and post-test the number of students who knew that all American defenders were killed increased only from 43% to 44%.

Fulfillment of Objectives:

This activity will help fulfill Objectives 3 and 4 for Goal III which reads:

"Students will know selected facts in the history of the Mexican Americans including early settlement before the U.S. was born, successive loss of Mexican territory to the U.S., later waves of immigration including "wetbacks," and struggle for economic justice."

"Students will be able to summarize basic facts about the Chicano's role in World War II."

Teacher's Guide to Historical Background

(for use with accompanying projectuals)

I. Projectual One

A. As you remember Spain got a headstart in the new world when Columbus discovered the islands in the Caribbean. From there it was just a small step to the mainland. This vast and unexplored new world was a challenge to the Spanish conquistadores-men like Balboa, Cortés, and Pizarro. These men combined their search for converts to the Catholic Church with search for gold and riches.

Their explorations left lasting evidence of the Spanish throughout Florida and the southwest. One can now find towns and cities, mountains, and rivers, and even states with Spanish names. By the mid-1500's Nueva España was a vast empire. Of particular interest, they had established a settlement known as St. Augustine more than 40 years before the English arrived to settle Jamestown.

B. (First overlay) Spain became powerful and wealthy from Nueva España and aroused envy in France, England, and Holland who came to fear her. Thus, they, too, established their colonies. But rivalries between France and England eventually burst into war. As a result France lost all her new world territory. All land east of the Mississippi River was surrendered to England, while all territory west and the city of New Orleans was ceded to Spain. (Peace Treaty of 1763)

II. Projectual Two

However, at this point in history the vastness of Nueva España had reached her peak of growth. In 1776 a new world power-the United States of America-emerged to give her competition...and eventually, to take away her land in a series of subtractions.

By secret treaty, France had obtained from Spain the city of New Orleans and a vast territory known as Louisiana. In 1803, France in turn sold this territory to the United States...greatly diminishing Nueva España.

III. Projectual Three

A. By the early 1800's Spain really had her hands full; revolution had broken out in Mexico. Mexicans, too, wanted their independence. 1819 saw the loss of Florida and a large piece of land in the northwest.

Mexico succeeded in gaining her independence in 1821, and the new republic claimed all the land colonized by Spaniards in what is now the southwest part of the United States.

B. (First overlay) American pioneers began moving into this territory to make their homes, encouraged by the cheap sale of land for homesteading by the Mexican government. Later Mexico realized her mistake as these settlers declared Texas an independent nation in 1836. (The Lone Star Republic)

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C. (Second overlay) With so much ill feeling between Mexico and the United States, the stage was set for the war which eventually broke out in 1846. Peace came two years later and Mexico was forced to finally face the reality of losing Texas and also a huge area known as the Mexican Cession. This area contained the present states of California, Nevada, Utah, most of Arizona, and parts of New Mexico, Wyoming and Colorado. It amounted to more than half of Mexico's territory. In 1853 the United States paid Mexico $10,000,000 for a stretch of land known as the Gadsen purchase. The area was needed to provide a railroad route which the United States wanted to build to the west coast.

Learning Experience 11 Time: 30 minutes

After teacher guided discussion of Mexican American values students will develop a chart showing similarities and contrasts between Anglo and Mexican American values, making a single class chart or working in groups. The three-column format of the following chart may be appropriate. However, this chart, developed by the Indian Research Study, Miles V. Zintz, Director, College of Education, University of New Mexico, Albuquerque, is directed toward senior high or adults in vocabulary and content and is therefore intended to be used only by the teacher for reference information. It is strongly recommended that it not be given to students and that any ideas from it be reworded for the level of development of seventh graders.

MY VALUES	TRADITIONAL MEXICAN AMERICAN VALUES	CONFLICTS RESOLUTIONS
1. Mastery Over Nature	Subjugation to Nature An often observed reaction in the traditional Mexican American was, "If it's God's will."	
2. Future Time Orientation	The only important goal of life was going to heaven after death. One only passed through his temporal life to receive his "reward" in the next.	
3. Level of Aspiration	"To work a little, rest a little." Follow in one's father's footsteps. Be satisfied with the present.	
4. Work	Work to satisfy present need.	
5. Sharing	Traditional pattern included sharing within the extended family group.	
6. Adherence to Time Schedules	It has been said that Mexican Americans have the "Manana attitude"--there is always a tomorrow.	
7. Reaction to Change	We may follow the old ways with confidence. This life on earth is endured only to win eternal life in Heaven.	
8. Explanation of Behavior	Superstitions, fears, and non-scientific medical practices were used to explain behavior.	

	MY VALUES	TRADITIONAL MEXICAN AMERICAN VALUES	CONFLICTS RESOLUTIONS
9.	Attitude Towards Competition	Humility. Acceptance of the status quo. Submission might categorize behavior.	
10.	Attitude Towards Individuality	The Catholic Church keeps life routinized, placed emphasis on obedience to the will of God.	

Fulfillment of Objectives:

This activity will help fulfill Objective 1 for Goal IV:

"In groups students will construct charts showing the similarities and differences between Mexican American and Anglo values. The charts will be the evaluative tool."

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Learning Experience 12 Time: 60 minutes

1. The teacher will show the transparency *The Poet in the Boxing Ring*.

   Focus questions:

   Who is Corky Gonzales?

   What does this poem indicate to you about a basic problem of Mexican Americans?

2. Students will identify and discuss major current problem areas such as:

   Education

   Housing

   Discrimination (job opportunities, politics, social life)

3. Students will write a reaction paper describing a problem of their choice and making recommendations for alleviating or resolving it. This paper is to be due the day after they have had an opportunity to ask questions of HEP students. (Social studies teachers and HEP students will act as resource persons for information upon which their recommendations are based and English teachers will serve as resource persons on organization and mechanics of English.

4. Students will write out in advance some questions they wish to ask of HEP students.

5. HEP students will be invited to meet for a half hour with groups of five to ten students to answer any questions students may have about Mexican Americans.

Fulfillment of Objectives:

This activity will help to fulfill Objective 5 for Goal III

"Students will be able to identify and explain five problems of Mexican Americans today."

Learning Experience 13 Time: Four to five hours

Special Projects to Help Fulfill Objective 5 for Goal I

1. Hospitality Project

Students will decorate display windows using Mexican realia brought from home.

Working in small groups students will design invitations to the fiesta to be taken home to parents.

In preparation for selling Mexican food at the fiesta students will:

a. Plan the menu
b. Make a shopping list
c. Prepare or purchase food

(Students at Lefler bought taco shells and prepared the filling and made nachos, Mexican wedding cakes, and punch. Most of the food was prepared in the home economics room. The wedding cakes were baked ahead of time and frozen.)

Note: The food involves an advance of a considerable amount of money; however, the sale of the food at the fiesta netted a small profit.

Prices: Tacos, twenty cents
Nachos, five cents or two for five cents
Mexican wedding cakes, five cents or two for five cents
Punch, five cents

Students who wish and whose parents are willing to provide transportation will go to Los Sanchez' restaurant to see Mexican American food prepared, recommended time about one-half way through the unit.

Students will be given receipes from Mexican Americans which they can try at home.

2. Art Activities

Students, working in pairs because of the time element and bringing their own balloons, will make piñatas for decorations and entertainment at the fiesta. For directions for making a piñata and ideas for other art experiences related to Mexican culture, see the April 1973 issue of *Pack-O-Fun.**

Students will make social protest posters to be displayed at the fiesta. (Social protest posters are referred to in *Mexican American Chronicle* by Acuña as the only true form of Chicano art.)

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After an explanation of the Day of the Dead students will make papier mâché skeletons. Sample sugar skulls, skeletons, and a paper coffin actually used on this day in a Mexican school may be checked out from the Foreign Language Consultants Office.

3. Music

Students will learn two Mexican dances*

(1) *Chihuahua*

(2) *Mexican Hat Dance* (simplified version)

Students will learn three songs*

(1) *La Cucharacha*

(2) *Fray Felipe* (as a round)

(3) *Uno, Dos, Tres Inditos*

Students will prepare specialty numbers for the fiesta. Numbers presented for the fiesta at Lefler were:

(1) duet--*Raindrops Are Falling on My Shoulders* (in Spanish)

(2) brass ensemble--*Mexican Serenade*

(3) Flamingo guitar solo

(4) Miming of Tiajuana Brass--two comic numbers (with properties)

(5) Flute and piano duo

Students will listen to taped music popular with Mexican Americans today.*

Learning Experience 14 Time: Two hours

Fiesta, Culminating Activity

1. Market

Articles "for sale" will be second-hand Mexican realia which has been donated and items purchased in Mexico by Mrs. Bee Garrett, a former Lefler teacher who lives in McAllen, Texas.

Ninth grade Spanish 3-4 students will act as vendors. They will be instructed to use no English thus confronting students with the problems of someone faced with a language barrier. Vendors will use bargaining techniques, first asking a price much higher than the one they are willing to take.

Fulfillment of Objective

This activity will help fulfill the part of the Objective for Goal II, which names being faced by a language barrier as one means of helping students (a) accept that Mexican Americans have different ways of expression in words and actions which are as natural and correct as those of Anglos and (b) respect these differences.

2. Other Activities for the Fiesta

See Learning Experience 13.

APPENDIX A

EVALUATION

Stereotypical Statements and Generalizations Often Made About Mexican Americans
(Teacher Reference for Evaluation of Objective to Implement Goal 6)

Chicano Cultural Awareness Test *(Master)*

APPENDIX A

STEREOTYPICAL STATEMENTS AND GENERALIZATIONS
OFTEN MADE ABOUT MEXICAN AMERICANS
Submitted by Carole Crate

1. Mexican Americans drink a lot.
2. Mexican Americans are no different from anyone else who speaks Spanish.
3. Mexican Americans are sneaky.
4. Mexican Americans are physically inferior. (It's obvious, because there aren't very many of them in sports!)
5. Mexican Americans place very little value on education.
6. Mexican Americans are lazy.
7. Mexican Americans don't have the capability of becoming good citizens.
8. Mexican Americans fight in order to settle arguments.
9. Mexican Americans are all alike.
10. Mexican Americans are not so intelligent as white people.
11. Mexican Americans have criminal tendencies.
12. People (like Mexican Americans) who travel around a lot tend to be mean.
13. Mexican Americans are no different than white people. (This is a *negative* generalization.)

CHICANO CULTURAL AWARENESS TEST

To the student:

This test is designed to help find out how much you know about Mexican Americans and Spanish words used in English.

On the IBM sheet, fill in your Student Number and name. Then in the space labeled Room write the word Yes if you have studied Spanish in seventh grade, No if you have not. Fill in the spaces on the IBM sheet which you feel give the most reasonable answer to each statement. Do not make any marks on these test sheets.

1. In a Mexican American family the head of the family is typically:

   A. the father
   B. the mother
   C. the father and the mother together

2. The size of Mexican American families tends to be:

   A. large
   B. very small
   C. smaller than most other American families

3. The following states receive their names from Spanish except:

   A. Colorado
   B. Missouri
   C. California

4. The following cities receive their names from Spanish except:

   A. Sacramento
   B. Las Vegas
   C. Chicago

5. Which of the following Lincoln street names is not derived from Spanish:

   A. Santa Monica Drive
   B. Monterey Street
   C. Windsor Drive

6. Many early settlements were established by the Spanish in what is now:

   A. the northeast of the United States
   B. the northwest of the United States
   C. the southwest of the United States

7. Parts of Mexico were joined to the United States:

   A. because of war
   B. because Mexico was eager to sell the land
   C. because the people of Mexico petitioned to be admitted to the United States

8. The number of Mexican Americans in the United States is frequently estimated at:

   A. 20 million
   B. 1 million
   C. 6 million

9. Most Mexican Americans are a people who are a mixture of:

   A. Spanish and French
   B. Indian and Negro
   C. Spanish and Indian

10. Which of the following is the most serious problem along the Mexican American border?

   A. Mexicans trying to enter the United States illegally
   B. tension because of boundary disputes
   C. tourists trying to enter Mexico without permits

11. Which of the following is not a typical Mexican form of dress?

   A. sarape
   B. ruana
   C. poncho

12. Which of the following is not characteristic of Mexican architecture?

   A. patio
   B. red tiled roof
   C. front porch

13. The sport in which Corky Gonzales excelled was:

   A. baseball
   B. football
   C. boxing

14. Chavez is famous for his contribution as:

   A. labor organizer
   B. teacher
   C. artist

15. In proportion of their numbers to the total United States population the Congressional Medals won by Mexican Americans in World War II was:

   A. much fewer
   B. many more
   C. about the same number

16. A serious handicap of Mexican American children in elementary school may be:

   A. limited knowledge of English
   B. lack of ability
   C. refusal of their parents to let them attend school

17. Mexican Americans are frequently called:

A. Mariachians
B. Chicanos
C. Padres

18. In a Mexican American family girls:

A. are usually quite protected by the family
B. have more freedom than most other American girls
C. have more freedom than their brothers

19. Most Mexican American families are:

A. of no religious group
B. Catholic
C. Methodist

20. The state of Montana derives its name from a Spanish word that means:

A. a million
B. mountains
C. markets

21. The city of San Diego in Spanish means:

A. Saint Christopher
B. Saint James
C. Saint John

22. Which of the following names of foods is not Spanish?

A. chocolate
B. peas
C. bananas

23. Of the following states which has the largest Mexican American population?

A. Nebraska
B. New York
C. Texas

24. Which of the following states was not formerly a part of Mexico?

A. Florida
B. Arizona
C. California

25. Most of the people of Mexican descent in the United States are:

A. citizens of the United States
B. citizens of Mexico
C. enjoy dual citizenship

26. Who of the following is not a Mexican American?

A. Joan Baez
B. Annette Funicello
C. Jim Plunkett

27. Recently Mexican American farm workers placed a boycott on:

A. chili
B. lettuce
C. wine

28. The word "barrio" refers to a:

A. Mexican section of a city
B. barrier to crossing the Mexican border
C. bar

29. To Mexican Americans the family is typically:

A. close knit
B. less important than for most other Americans
C. the same as for most other Americans

30. Meals in Mexican American homes are eaten:

A. very quickly
B. leisurely with lots of conversation thrown in
C. by individual members when convenient for them

31. The state of Nevada derives its name from a Spanish word that means:

A. snow
B. spring
C. never

32. Which word is not derived from Spanish?

A. bronco
B. peacock
C. mosquito

33. Which of the following is least typical of Mexican arts and crafts?

A. basket weaving
B. glass blowing
C. knitting

34. Which of the following foods is not derived from Spanish?

A. tomato
B. pimiento
C. pizza

35. Migrant workers are people who:

A. work for the immigration service
B. move about from place to place, harvesting crops
C. work in factories

36. Mexican Americans often refer to white Americans as:

A. Anglos
B. Aussies
C. Wetbacks

37. Which of the following is not derived from Spanish?

A. plaza
B. patio
C. party

38. In the battle of the Alamo:

A. all Mexican attackers were killed
B. all American defenders were killed
C. the Americans gave up only when they were greatly outnumbered

39. Mexican American people have more of a tendency than most other Americans to work:

A. to achieve success
B. to gain wealth
C. chiefly to satisfy the present need

APPENDIX B

HANDOUTS FOR LEARNING EXPERIENCES 1-5

Across the Tracks, Chapters 1-5 (*Master*)

Across the Tracks, Chapters 6-10 (*Master*)

Across the Tracks, Chapters 11-15 (*Master*)

Across the Tracks, Chapters 16-20 (*Master*)

Mighty Hard Road, Chapters 1-3 (*Master*)

Mighty Hard Road, Chapters 4-7 (*Master*)

Mighty Hard Road, Chapters 8-11 (*Master*)

Mighty Hard Road, Chapters 12-14 (*Master*)

TV Interview -- Famous Mexican Americans Worksheet (*Master*)

Word Search: Spanish Words Adopted in American English (*Master*)

Key to Word Search

Role Playing: Written Supplement (*Master*)

Review Sheet for Chicano Unit Test (*Master*)

ACROSS THE TRACKS

Chapters 1-5

Name: _____
Home Room: _____
Teacher: _____
Period: _____

1. What is Betty's attitude toward Mexican Americans?

What were some of the things that Betty did or said that made you think this?

2. Why did Betty hesitate and act uninterested when someone mentioned she should run for Activities Commissioner?

3. What are Betty's reasons for disliking Pete Flores?

Are there some reasons she doesn't like to admit?

4. What do you learn about the Ochoa home from this section of the book?

What is the traditional role of a Mexican American mother?

ACROSS THE TRACKS

Chapters 6-10

Name: _____
Home Room: _____
Teacher: _____
Period: _____

1. How did Owen Westbrook "use" Gabriel Delgado's death to help his campaign for Activities Commissioner?

2. What part did Pete Flores play in Betty's election as Activities Commissioner?

3. Why did Mr. Ackerman's remark at the victory party bother Betty so much?

4. What are the differences between the plans that the student council makes after Gabriel's death and the plans "Los Coyotes" make concerning Gabriel's death? Think about the feelings behind these plans.

What do these words mean?

Pan de Dulce _____

Hola _____

Grandmacita _____

ACROSS THE TRACKS

Chapters 11-15

Name: _____
Home Room: _____
Teacher: _____
Period: _____

1. How did Doctor Jim go about gaining Pete's confidence and respect?

2. How does Doctor Jim explain the feelings that cause young Mexican American boys to form gangs?

3. List at least two situations from this section of the book where Betty's actions make it seem as though she is ashamed of Mexican Americans?

4. Why did Betty think the idea of "In-Betweeners" was so good?

5. When does she first realize there might be something wrong with her plan?

What do these words mean?

Pocho _____

Mañana _____

ACROSS THE TRACKS

Chapters 16-20

Name: _____
Home Room: _____
Teacher: _____
Period: _____

1. What was Dick's simple plan for getting Mexican Americans involved in school activities?

   Why was this simple plan better than some big elaborate plan for change?

2. Why doesn't Betty want to go to visit Mrs. Bellamar?

3. How did Peter show self-control and courage at the ballgame?

4. When Betty goes to visit Mrs. Bellamar, what generalizations does she hear Mrs. Bellamar make about Mexican Americans?

5. When is the first time Betty proudly admits that she is Mexican, not Spanish?

6. How had some of Betty's attitudes and feelings changed by the end of her senior year?

MIGHTY HARD ROAD

Chapters 1-3

Name: _____
Home Room: _____
Teacher: _____
Period: _____

1. When Cesar's family had their own farm, Cesar's father hired migrant workers. How did he treat them?

   What were his reasons for treating them this way?

2. What were some of the main problems which a migrant worker and his family had to face? Think of some of the experiences of the Chavez family.

3. Why do you think Cesar had trouble with school and school work?

Below are some words used in this section of the story. What do they mean?

Dulce _____ Sombreros _____

Señor _____ Obra _____

Chicano _____ Braceros _____

MIGHTY HARD ROAD

Chapters 4-7

Name: _____
Home Room: _____
Teacher: _____
Period: _____

1. How did Fred Ross convince the migrant workers that he was not simply a "do-good social worker"?

2. What do you think the main point or reason for Ross' speech was?

3. How did Cesar's volunteer work for CSO help promote equal rights for Mexican Americans?

4. What did you think of Cesar Chavez as a person when he stood up to the Mexican Americans who were doubting his honesty and wondering if he was a Communist?

5. What was the "pipe dream" for which Cesar gave up his job with CSO?

What are the meanings of these words?

Anglo _____

Senadores _____

Dos _____

MIGHTY HARD ROAD

Chapters 8-11

Name: _____
Home Room: _____
Teacher: _____
Period: _____

1. When Cesar quit his job with CSO, he began forming the National Farm Workers' Association. What were his first steps in doing this?

2. Why did Cesar refuse to accept the $50,000 that the private foundation offered to the Farm Workers' Association?

   Would you have agreed with his decision if you were one of his helpers?

3. Why do you think Cesar was so strongly against violence during the long strike on wine grapes?

4. Why do you think some of the growers called Cesar a "Communist"?

5. What part did Robert Kennedy play in the hearing about farm unions?

What do these words mean?

La Causa _____ Esquiroles _____

Ahora _____ Peregrinación _____

Huelga _____ Nosotros Venceremos _____

MIGHTY HARD ROAD

Chapters 12-14

Name: _____
Home Room: _____
Teacher: _____
Period: _____

1. What were the reasons for the march to Sacramento?

   Why didn't it matter much that Governor Pat Brown wasn't in Sacramento when the marchers got there?

2. Why did Cesar's group (the NFWA) join with Larry Itliong's group (the AWOC)?

   Who made the final decision to merge?

3. What was Cesar trying to prove when he went on his hunger strike?

4. Why do you think the author of the biography chose the name Mighty Hard Road?

5. From the events of this book and your personal feelings, what do you believe is the greatest thing Cesar Chavez has accomplished?

What do these words mean?

Originales _____

Viva La Raza _____

Machismo _____

TV INTERVIEW -- FAMOUS MEXICAN AMERICANS

Worksheet

Prepare an interview between a famous Mexican American and a reporter. Outline your interview on paper first and then practice it orally. It will be given to the class. Information on the famous people is available. You may wish to include the following:

1. Introduction of person.
   Why is he famous?

2. Discussion of past.
   Where he grew up, what schools he attended, what his family was like, etc.

3. Discussion of present.
   His views on treatment of Mexican Americans, etc.

4. Ending.

Using a prop may help your classmates remember the accomplishment for which the Mexican American is famous and also add interest to your interview.

Examples:

Plunkett -- football

Trevino -- golf club

WORD SEARCH

Spanish Words Adopted in American English

K C B T S C O Y O T E L U L
T C E L E A E X L O A W U I
Y L A I E F Z P L A Z A L M
S R E H C E H E A T E A C A
S H I C A T A B A S C O R O
R L E Y A E N N U R O L B I
R W I N L R I N Z R X B A X
A P Q E P I M Q R Z R R N B
V C Y L L A M A O O P O A I
L K S D T R T A D F G N N H
L J U C H I L I E C Y C A N
R P Q W Z X J J O A D O B E

Park or square frequently in the center of a town

Good building material for a hot, dry climate

A restaurant where you serve yourself

Popular tropical fruit frequently imported from Mexico

A long eared animal used to carry heavy loads

A highly seasoned sauce

Garden in the center of the house

An animal with a long neck that carries heavy loads and furnishes wool

Sport in which cowboys often participate

An animal that resembles a wolf

A horse well known for its bucking

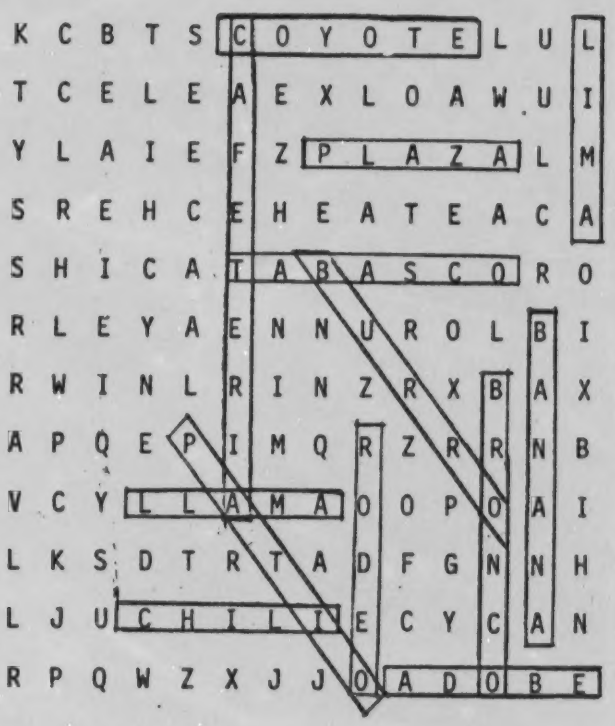
A highly seasoned dish with beans

A kind of bean named after a town in Peru

ANSWER KEY

WORD SEARCH

Spanish Words Adopted in American English


K C B T S C O Y O T E L U L
T C E L E A E X L O A W U I
Y L A I E F Z P L A Z A L M
S R E H C E H E A T E A C A
S H I C A T A B A S C O R O
R L E Y A E N N U R O L B I
R W I N L R I N Z R X B A X
A P Q E P I M Q R Z R R N B
V C Y L L A M A O O P O A I
L K S D T R T A D F G N N H
L J U C H I L I E C Y C A N
R P Q W Z X J J O A D O B E

Park or square frequently in the center of a town	(*plaza*)
Good building material for a hot, dry climate	(*adobe*)
A restaurant where you serve yourself	(*cafeteria*)
Popular tropical fruit frequently imported from Mexico	(*banana*)
A long eared animal used to carry heavy loads	(*burro*)
A highly seasoned sauce	(*tabasco*)
Garden in the center of the house	(*patio*)
An animal with a long neck that carries heavy loads and furnishes wool	(*llama*)
Sport in which cowboys often participate	(*rodeo*)
An animal that resembles a wolf	(*coyote*)
A horse well known for its bucking	(*bronco*)
A highly seasoned dish with beans	(*chili*)
A kind of bean named after a town in Peru	(*lima*)

ROLE PLAYING

WRITTEN SUPPLEMENT

Name: _____
Home Room: _____
Teacher: _____
Period: _____

Imagine that you are a Mexican American. Write a paragraph for each of the following situations. How do you think you would feel? What would you say? Watch spelling and sentence structure.

1. A stranger comes up to you and says, "You don't look like a Mexican!"

2. A parent's friend introduces you as "Dick's little Chicano friend".

3. A school friend suggests that all Mexican Americans should go to a separate school.

4. You overhear some adults saying that migrant workers shouldn't be paid very much because they are so lazy.

5. A friend asks you, "Aren't you glad you get to live in America?"

6. A teacher tells you to forget your Spanish and just speak English.

REVIEW SHEET FOR CHICANO UNIT TEST

Sections Relating to English

1. Review the book you read. (Either *Across the Tracks* or *Mighty Hard Road*)

   --Know what type of person the main character of your book is.

   --Know the main events which occurred in your book.

   --Know how the Mexican Americans were treated in your book and how they reacted or felt about being treated that way.

2. Review the Spanish place names worksheet.

3. Review the word search worksheet. Know the definitions of the following words:

patio	siesta	banana
llama	mosquito	fiesta
coyote	bronco	tabasco
pimento	adobe	cafeteria
plaza	chili	sombrero
burro	huelga	
chocolate	rodeo	

4. Review information from the interviews.

   Who are some famous Mexican Americans? Why are they famous?

Lee Trevino	Joe Kapp	Vikki Carr
Anthony Quinn	Jim Plunkett	Eugene Obregon
Cesar Chavez	Pancho Gonzales	"Corky" Gonzales
Trini Lopez	Bishop Flores	

APPENDIX C

MINI-COURSE IN SPANISH

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INTRODUCTION TO MINI-COURSE IN SPANISH

The following plans are to be used as guidelines for the Mini-Course in Spanish.

Following the interdisciplinary theme, it is suggested that seventh grade Spanish students serve as "instructors" for the other seventh grade students.

The teacher may want to start a week or so in advance of the first lesson discussing with her Spanish students certain teaching behaviors common to all the lessons: speaking clearly, being a good model of pronunciation, giving plenty of aural-oral practice, etc.

At Lefler we discussed and practiced teaching in small groups in Spanish class the lesson to be taught the following day. To ensure optimum learning conditions the Spanish students, who may work in pairs, should be teaching a group of 7-8 students in a relatively quiet place. Four to five groups in one room succeeded mainly in distracting each other.

The Chicano Cultural Awareness Kit includes the following for use in the Spanish Mini-Course:

1. A set of evaluation cards which are given to the group leader to fill out. (Group leaders should check the proper space on the card when the objective has been met. Give each student as long as is needed to reach each objective.)

2. Two sets of Sombrero (game similar to Bingo)

Mrs. Rosalie Boehmer
Lefler Junior High

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MINI-COURSE IN SPANISH

Basic Procedures for Introducing and Teaching Phrases

I. Be enthusiastic! The students' impressions of you and your attitudes towards Spanish are most certainly going to affect them.

II. When introducing a new phrase, model it several times.

A. Use appropriate facial expressions and gestures.

B. Turn your face in the direction of different people each time so that everyone can see you.

III. Ask the class if they can figure out the meaning.

Discuss the general meaning.

IV. Practice the phrase with the class.

A. Practice with one word at a time, adding the other words gradually to include the entire phrase.

B. A recommended procedure is to start practicing the last word and work your way up to the beginning of the sentence.

C. Work in the gestures and facial expressions as you practice to make it more enjoyable.

D. Encourage students to practice in loud voices.

V. Practice the entire phrase with the class several times before going to rows and individuals.

If a student has difficulty with a word, have the entire group practice it.

VI. As you teach a phrase, be sure to use the gestures and facial expressions. Also mention how students can use this phrase in their everyday life. Give them sample situations for its use.

Example: "Ven acá." They can call someone over in a demanding voice only in Spanish.

VII. If you are using a question-answer sequence, ask the question of the entire class and have everyone give you the answer. Do two or three times.

A. Reverse the procedure.

B. If students have difficulty saying some words, break the words into syllables for more practice.

C. Practice asking individuals.

D. Have individual students ask you.

E. For additional practice that students will enjoy, divide the group into two equal teams. Do chain drills and time them. The team that does it in the shortest amount of time wins.

VIII. Always be aware of the time and the feelings of the group.

A. If time is running out, go back and review what has been covered.

B. If the group seems restless, break in unexpectedly and ask a question in Spanish or the meaning of something. Give students the impression that you think they can't remember to motivate them.

IX. Each day at the beginning, spend some time reviewing previous material. Ask the students questions in Spanish or have them ask each other some questions. Try to keep the pace rapid.

Skits and games are also good ways to do review.

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MINI-COURSE IN SPANISH

Day 1

Objectives

1. To demonstrate an understanding and the correct pronunciation of the greetings.
2. To demonstrate an understanding and the correct pronunciation of "¿Cómo te llamas?" and "me llamo."
3. To be able to use and pronounce correctly some typical gestures.
4. To become familiar with the numbers from 1-10.

Activities

I. Greetings

A. Wave to the group and say "¡Hola!" "¿Qué tal?"

1. Do this several times, each time using facial expressions and arm gestures.
2. Ask the group about the meaning.
3. Practice (see Basic Procedures).
4. Finish out the sequence. "Bien, ¿y tú?"

If working with a partner, enact:
"¡Hola! ¿Qué tal?"
"Bien, ¿y tú?"
"Bien, gracias."

B. Exaggerate expressions to indicate meaning.

II. Names

A. Point to yourself and say "Me llamo ___(first and last name)___."

1. Include your last name to imply the meaning.
2. Do this four or five times.
3. Practice "me llamo."

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B. Go around the group and decide on a Spanish name. To save time pick a name for students that is close to their own name. You might ask if they already have one they would like.

Spend a minute or two with each student helping them to pronounce the name and put it together with "me llamo."

C. Go around the group asking "¿Como te llamas?" of each student. Perhaps you should tell them in advance to start with "me llamo."

Have the group repeat everyone's new name.

D. Ask students the meaning of "¿Cómo te llamas?"

1. Practice.

2. Have students ask you and other students their names.

III. Gestos

A. Introduce the gestures by mentioning the use of gestures in everyday life. Think of a few typically American ones.

B. Mention that Spanish-speaking people make frequent use of hand gestures.

C. Teach:

1. "Ven acá" -- mention the difference between our gestures and the Spanish one.

2. "Momentito" -- practice -- give sample situations when it could be used.

3. "La mitad" -- which means "half" -- can be used in the market activity later.

IV. Numbers

A. Mention that one of the final activities for this unit is a market where students will use numbers for bargaining.

B. Ask if anyone already knows some numbers in Spanish.

Let students count aloud if they wish.

C. Practice the numbers 1-10 with the entire group.

Use the cards or your fingers or write the numeral on the board.

MINI-COURSE IN SPANISH

Day 2

Objectives

1. To become more at ease in using names, greetings, gestos, and numbers.
2. To be able to say "thank you" for receiving a gift and to respond with "you're welcome" and to inquire as to the price.
3. To learn the numbers from 11-15.
4. To respond to simple introductions and to make an introduction.

Activities

I. Review

A. Ask questions of the students using the first day's lesson.

B. Have students ask each other questions.

C. Make up impromptu skits or devise a situation and ask students what they would say in Spanish.

D. Flash the gesture. Ask for the phrase.

E. Hold up cards. Review the numbers.

1. Play "rhythm."

2. Learn "Uno, dos, tres Inditos."*

II. Thank You and You're Welcome

A. Hand a gift to your partner (or select someone from the group and coach them in advance). Partner responds (with surprise), "Gracias." You respond nonchalantly, "De nada." Reverse the procedure two times.

1. Practice "Gracias" and "De nada."

2. Hand a gift to a student or have a student hand a gift to another student giving the correct responses.

B. Using the same gift look at it suspiciously and ask your partner: "¿Cuánto cuesta?" To which the partner responds (as he holds up a dime): "Diez centavos."

1. Repeat three times.

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2. Practice "¿Cuánto cuesta?" and "Diez centavos."

3. Put both parts together as a skit.

4. Hold up numbers and ask "¿Cuánto cuesta?"

III. Numbers

A. Introduce the numbers from 11-15.

1. Repeat several times.

2. Practice.

3. Do some addition problems.

4. Use pennies or nickels to produce a sum and ask "¿Cuánto cuesta?"

IV. Introductions

A. Point to a boy, saying, "Este es _____."
Then point to a girl, saying "Esta es _____."
Go around the group so you repeat it several times.

1. Ask if they hear a difference between referring to a boy or a girl.

2. Practice "Este es" and "Esta es." Discuss the meanings.

3. Point to various people in the group (or use pictures) and have the group say: "Este es" or "Esta es."

B. Teach "mucho gusto" and "el gusto es mío" as the lines for ending an introduction.

1. Practice.

2. Do introductions within the group.

MINI-COURSE IN SPANISH

Day 3

Objectives

1. To become more at ease in using numbers, names, introductions, and in saying "thank you" and inquiring into costs (a general review).

2. To learn the five colors for use in Sombrero.

3. To learn how to use "¿Quién es?" (who is it?) and apply it in an introduction.

Activities

I. General Review

A. Use the following questions:

"¿Cómo te llamas?"
"¿Qué tal?"

B. Introduce someone to the group to see if students remember the introductions.

Have others do introductions.

C. Point to a pencil or something and ask "¿Cuánto cuesta?"

D. Hand someone a gift or take something from someone to practice the phrases "Gracias" and "De nada."

E. Practice counting around the group in Spanish up to 15.

1. Use cards.

2. Play "rhythm."

3. Sing "Uno, dos, tres Inditos."

II. Colors

A. Use construction paper. Hold up the colors and go through them four times saying the colors slowly.

Practice with the group.

B. Point to objects around the room and ask, "De qué color es éste?"

Possibly at this time students may want to learn additional colors.

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C. Remind students that they will need to know the colors well for tomorrow's game.

III. "¿Quién Es?"

A. Have someone leave the room and knock on the door. You call out, "¿Quién es?" He comes in. You go over to him and say, "Ah . . . . . éste es _____."

1. Repeat three or four times.

2. Discuss meaning of "¿Quién es?"

3. Practice "¿Quién es?"

B. Add "¿Quién es?" to the introduction.

Do skits.

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MINI-COURSE IN SPANISH

Day 4

Objective

To be able to demonstrate a knowledge of the numbers and colors.

Activities (Use large group)

I. Quick Review of Numbers and Colors

II. Sombrero (Cards 1-15)*

A. Explain the game.

B. Play the game.

1. To play more games, you might play for a line any direction.

2. Prizes could be 10¢ coupons to apply toward the market.

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MINI-COURSE IN SPANISH

Day 5

Objectives

1. To review material learned on days 1-4.
2. To learn to count to twenty.
3. To learn to apply numbers in telling time.

Activities

I. General Review

A. Have student ask each other questions.

For example: "Pregúntale cómo se llama ese muchacho."
or
"Pregúntale ¿que tal?"

B. Hold up cards to show a number and ask, "¿Cuánto cuesta?"

C. Do some introductions.

D. Point out objects and ask, "De qué color es?"

II. Numbers

A. Practice counting up to 15.

B. Demonstrate aloud how the number 16 ("diez y seis") is formed. Say it carefully. Repeat it two or three times.

See if the group can figure out how to form 17, 18, and 19.

C. Teach the word for 20.

D. Practice counting from 16-20 a few times. Then practice counting from 1-20.

E. Do some math problems using these numbers.

For example: "¿Cuántos son _____ y _____?" (menos)

III. Time

A. Using a big clock with movable hands, ask "¿Qué hora es?" (Have the clock showing 2:00.) Then answer: "Son las dos." Move it to 3, 4, and 5 and do the same thing.

B. Ask students if they see the basic way for telling time.

C. Practice the following: "¿Qué hora es?"
"Son las _____."

D. Move the hands and have students tell the time.

E. Turn the hands to one o'clock. Ask "¿Qué hora es? Es la una."

Explain that "una" is singular.

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MINI-COURSE IN SPANISH

Day 6

Objectives

1. To become more familiar with telling time and using the numbers 1-20.
2. To begin to learn market expressions.
3. To learn the numbers 20, 30, and 40 and to learn how to use them in counting.
4. To learn two more gestures and two additional greetings.

Activities

I. Time and Numbers

A. Quickly review the numbers by counting around the group or asking students how to say a certain number.

B. Combine with another group to form two teams or divide your group into two teams.

1. Call a number in Spanish and have two people dash to the board to see who can write a numeral correctly. A point is given to the side who writes it first correctly.

2. The same game can be applied to time if you draw two clocks on the board.

II. Market Expressions

A. Discuss the need for knowing market expressions, the numbers, and other expressions in Spanish for use in the market.

B. Mention that "¿Cuánto cuesta?" is a start. If the price is high, the buyer could gasp and say: "¡Es mucho!" "La mitad." Employ the gesture.

1. Practice this so students can become accustomed to beginning to bargain.

2. Have students practice giving alternative prices.

III. 20, 30, 40

A. Teach students "veinte, treinta, and cuarenta." Practice saying them.

B. Count 21, 22, 31, 32, 41, 42

1. Repeat the exercise.

2. Ask students if they see how to form the numbers.

a. Practice counting.
b. Do even numbers, then odd numbers.

IV. Gestos and Greetings

A. "¡Ay--se me olvido!"
"¡Ratero!"

B. "Buenos días. Buenas tardes."
"Adios. Hasta manaña, iguana."

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MINI-COURSE IN SPANISH

Day 7

Objectives

1. To review past material so that students can use what they have been learning.
2. To learn the numbers 50, 60, 70.
3. To learn a few simple descriptions.

Activities

I. General Review

A. Divide into groups and do skits applying phrases that have been learned.

1. "¿Cómo te llamas?" "Hola." "¿Qué tal?"
2. "¿Quién es?" "Este es _____." "Mucho gusto." "El gusto es mio."
3. "¿Qué hora es?" Numbers, etc.

B. Sing "Uno, dos, tres Inditos" and "Fray Felipe."*

C. Play "Chihuahua." (Spanish version of Buzz--replace 7's and multiples of 7 with "Chichuahua."

II. Numbers: 50, 60, 70

A. Present in the same manner as for 20, 30, and 40. Practice counting in pairs.

B. Have students take out a sheet of paper. You call out Spanish numbers and they write down the numeral.

III. Descriptions: Stress how easily they can use these.

A. Hold up two pictures of a girl and boy studying.

1. Hold out the picture of the girl and say "Es lista."
2. Hold out the picture of the boy and say "Es listo."
3. Repeat three or four times.
4. Ask students if they hear the difference.

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B. Introduce "bueno" and "buena."

C. Teach students "¿Cómo es?" Have students give descriptions as you hold up pictures and ask "¿Cómo es?"

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MINI-COURSE IN SPANISH

Day 8

Objectives

1. To again demonstrate the ability to use phrases already learned.
2. To learn three or more descriptions.

Activities

I. The leader will spend time going back over all the material covered.

   A. Could give the English and ask students how to say it in Spanish.

   B. Play "Chihuahua" using "4" instead of "7".

   C. Set up a realistic bargaining situation to practice bargaining.

   D. Play numbers at the board or do math problems.

II. Descriptions: Review "listo" and "bueno."

   A. Follow same procedure as previous day.

      Possible descriptions: "gracioso," "divertido," "lindo."

   B. Have students take out paper and draw a figure and then describe it.

MINI-COURSE IN SPANISH

Day 9

Objective

To review all materials studied in previous lessons.

Activities

I. Review

A. Review phrases, bargaining procedures, and numbers carefully.

Note: Review should be brisk. If the group is having trouble with certain phrases, time should be allowed for practice.

B. Set up a mock bargaining scene whereby students can practice asking prices.

C. Make up skits using greetings, names, and instructions.

MINI-COURSE IN SPANISH

Day 10

Objective

To apply their knowledge of numbers.

Activities

I. Review all numbers studied in previous lessons.

II. Play "lotería." Use regular bingo cards. Groups should be combined.

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MINI-COURSE IN SPANISH

Day 11

Note: At Lefler we had used one day or so which deviated from the stated plans, so consequently we didn't have separate plans for Day 11.

Some suggestions for this day:

1. Present skits to several groups.
2. Using the Spanish numbers you have learned, combine two or three groups and play competition games.
3. Sing the Spanish songs you have learned.
4. Discuss market phrases and how to use them on the market day.
5. Fill out a questionnaire regarding students' attitudes towards the mini-course.

APPENDIX D

HANDOUTS FOR LEARNING EXPERIENCES 6-11

Chicano Fact Sheet *(Master)*

Word Search: Mexican American Fact Sheet *(Master)*

Key to Word Search

Spanish Place Names *(Master)*

Key to Spanish Place Names

Map: Expansion of United States *(Master)*

CHICANO FACT SHEET

1. The five states having the largest percentage of Mexican Americans are:

   _____, _____, _____,

   _____, _____.

2. A name for Mexican Americans preferred by activists is _____.

3. The country in which 85% of the Mexican Americans were born is _____.

4. Our Southwest belonged to the country of _____ before it became a part of the United States.

5. The Southwest became a part of the United States through _____.

6. There are approximately _____ Mexican Americans living in the United States.

7. It is easier for Europeans to adopt the Anglo culture because they are separated from their native land by an _____.

8. The cultural stranger in the Southwest is really the Mexican or the Anglo. _____

WORD SEARCH

Mexican American Fact Sheet

A U S K O X K I B L A C K S
L Y O P M W B L E W P T I O
W I C N E G J A Z K L E S U
E O G H X R I C H T O P E T
I L J W I C A R Y L E B O H
X G U P C C C V M S I X N W
W N A T O B A R I Z O N A E
C A L I F O R N I A C O R S
L C O L O R A D O T H E N T
M Y T E D Y T O R S I A R E

Another name for Mexican Americans.

One of the five states having the largest percentage of Mexican Americans. (7 letters)

Farthest west of the five states having the largest Mexican American population.

The one of the five states having the largest Mexican American population closest to Nebraska.

Shortest of states having the largest Mexican American population.

Name given by Chicanos to the majority culture in the U.S.

The _____ section of the U.S. was formerly a part of Mexico.

The approximate number of Mexican Americans in the U.S.: _____ million.

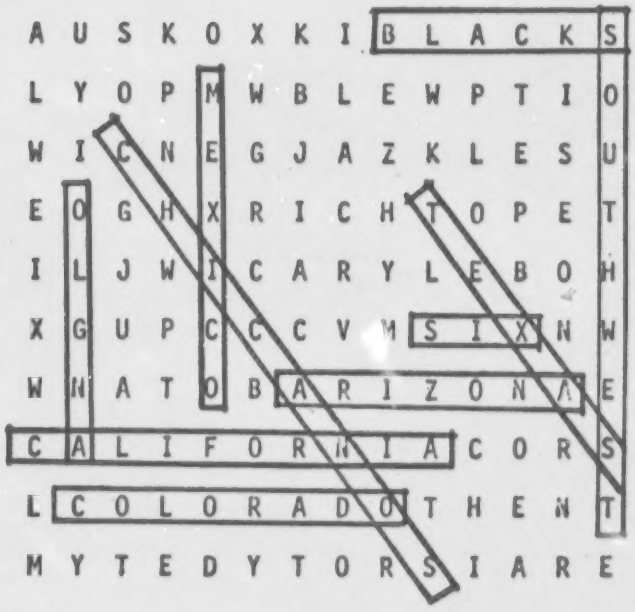
The largest minority group in the U.S.

15% of the Mexican Americans come directly from _____.

KEY

WORD SEARCH

Mexican American Fact Sheet


A U S K O X K I B L A C K S
L Y O P M W B L E W P T I O
W I C N E G J A Z K L E S U
E O G H X R I C H T O P E T
I L J W I C A R Y L E B O H
X G U P C C C V M S I X N W
W N A T O B A R I Z O N A E
C A L I F O R N I A C O R S
L C O L O R A D O T H E N T
M Y T E D Y T O R S I A R E

Another name for Mexican Americans. (*Chicanos*)

One of the five states having the largest percentage of Mexican Americans. (7 letters) (*Arizona*)

Farthest west of the five states having the largest Mexican American population. (*California*)

The one of the five states having the largest Mexican American population closest to Nebraska. (*Colorado*)

Shortest of states having the largest Mexican American population. (*Texas*)

Name given by Chicanos to the majority culture in the U.S. (*Anglo*)

The *Southwest* section of the U.S. was formerly a part of Mexico.

The approximate number of Mexican Americans in the U.S.: *6* million.

The largest minority group in the U.S. (*Blacks*)

15% of the Mexican Americans come directly from *Mexico*.

SPANISH PLACE NAMES

Name: _____
Home Room: _____
Teacher: _____
Period: _____

Directions:
Before the name of the city, state, or county place the letter of its English meaning.

_____	1. Los Angeles	a. Saint Joseph
_____	2. San Francisco	b. Rock
_____	3. San Jose	c. The center
_____	4. Montana	d. Saint Michael
_____	5. Colorado	e. Saint James
_____	6. Arizona	f. Bishop Saint Louis
_____	7. Sacramento	g. The crosses
_____	8. El Centro	h. Saint John
_____	9. Buena Vista	i. Saint Francis
_____	10. San Miguel	j. Mountain
_____	11. San Juan	k. Saint Ann
_____	12. Monte Vista	l. Snow storm
_____	13. El Paso	m. The pass
_____	14. San Antonio	n. The angels
_____	15. Las Cruces	o. Good view
_____	16. Santa Fe	p. Sacrament
_____	17. Santa Rosa	q. Holy (or Saint) Faith
_____	18. San Luis Obispo	r. Saint Anthony
_____	19. Santa Anna	s. Mountain view
_____	20. San Diego	t. Color red or red land
_____	21. Roca	u. Saint Rose
_____	22. Nevada	v. Arid zone

KEY

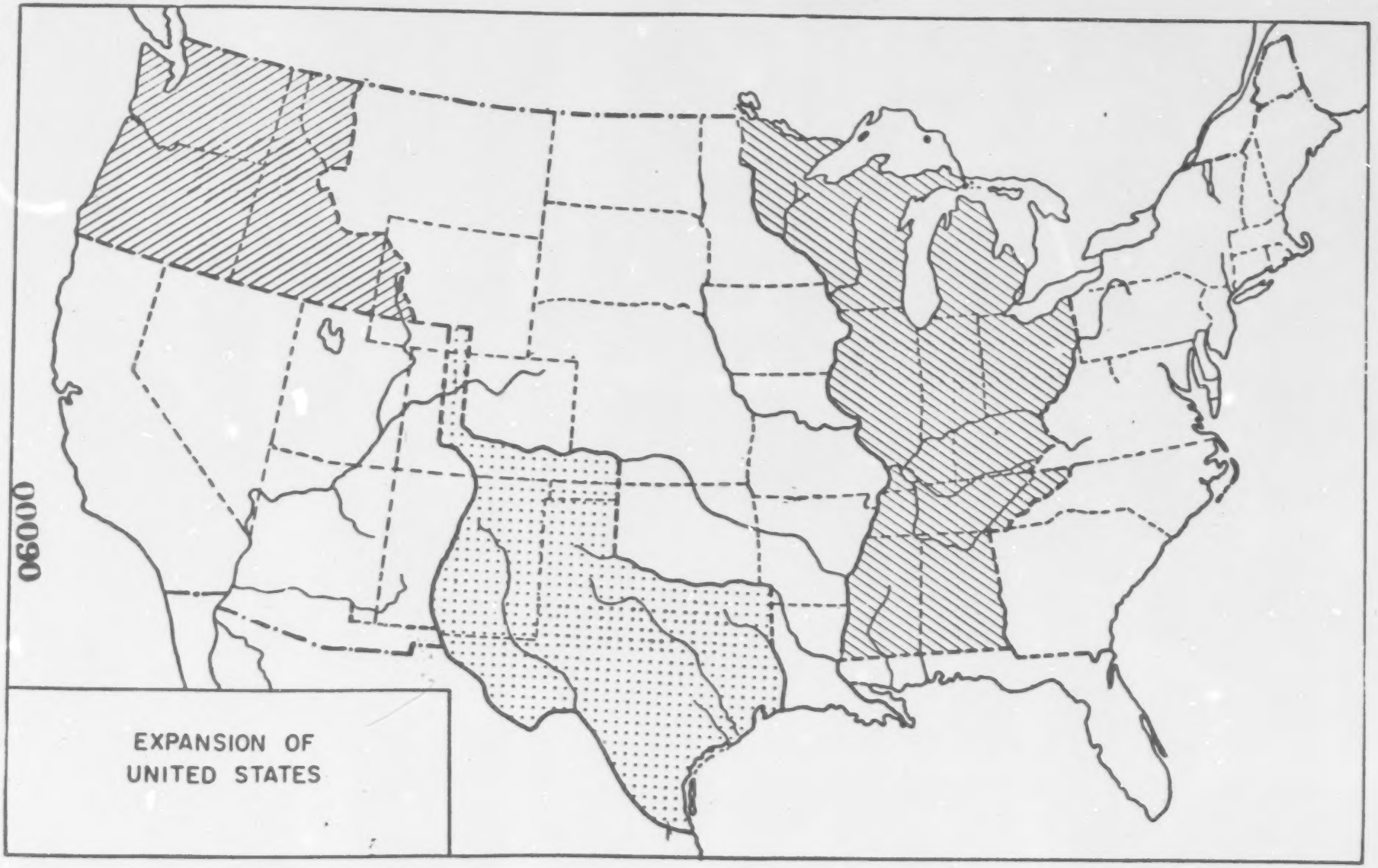
SPANISH PLACE NAMES

Name: _____
Home Room: _____
Teacher: _____
Period: _____

Directions:
Before the name of the city, state, or county place the letter of its English meaning.

N	1.	Los Angeles	a. Saint Joseph
I	2.	San Francisco	b. Rock
A	3.	San Jose	c. The center
J	4.	Montana	d. Saint Michael
T	5.	Colorado	e. Saint James
V	6.	Arizona	f. Bishop Saint Louis
P	7.	Sacramento	g. The crosses
C	8.	El Centro	h. Saint John
O	9.	Buena Vista	i. Saint Francis
D	10.	San Miguel	j. Mountain
H	11.	San Juan	k. Saint Ann
S	12.	Monte Vista	l. Snow storm
M	13.	El Paso	m. The pass
R	14.	San Antonio	n. The angels
G	15.	Las Cruces	o. Good view
Q	16.	Santa Fe	p. Sacrament
U	17.	Santa Rosa	q. Holy (or Saint) Faith
F	18.	San Luis Obispo	r. Saint Anthony
K	19.	Santa Anna	s. Mountain view
E	20.	San Diego	t. Color red or red land
B	21.	Roca	u. Saint Rose
L	22.	Nevada	v. Arid zone

NAME_____ CLASS_____ DATE_____



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APPENDIX E

CONTENTS

OF

INTERDISCIPLINARY SEVENTH GRADE

CHICANO CULTURAL AWARENESS KIT

CONTENTS OF INTERDISCIPLINARY SEVENTH GRADE CHICANO CULTURAL AWARENESS KIT
(available from the Staff Media Center, PSAB)

Notebook, *Interdisciplinary Seventh Grade Chicano Cultural Awareness Unit*

Folder, Reference Materials on Famous Mexican Americans

Printed Materials

35 copies, *Across the Tracks*, Young
35 copies, *Mighty Hard Road: The Story of Cesar Chavez*, Terzian and Cramer
1 copy, *The Chicanos, A History of Mexican Americans*, Meier and Riviera
1 copy, *A Forgotten American*, Hernandez
1 copy, *Many Peoples, One Nation*, Rose
1 copy, *Mexican Americans: A Brief Look at Their History*, Nava
1972 Calendario de la Raza
1 copy, *Pack-O-Fun*, April 1973

Tapes (See the copy of the *Interdisciplinary Seventh Grade Chicano Cultural Awareness Unit*, Appendix E, in the kit for scripts to accompany tapes.)

Ranchero Songs
Chihuahua (Mexican dance)
Mexican Hat Dance

Songs to be learned in Spanish Mini-Course
Fray Felipe
Uno, dos, tres Inditos
La Cucaracha

Poster, Jim Plunkett (would not fit into kit, to be checked out separately from the Staff Media Center, PSAB)

Slides

English Words Adopted from Spanish
Famous Mexican Americans

Transparencies

Three Maps, *Expansion of the U.S.*
Poet in the Boxing Ring

Bulletin Board

Did You Know?
Spanish Place Names in Nebraska (would not fit into kit, may be checked out from the Foreign Language Consultants Office)

Games

2 sets, *Sombrero*, for Spanish Mini-Course

NOTE: Items in the kit are indicated in the body of the unit by an asterisk.

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APPENDIX F

ANNOTATED BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY

Books Recommended for School Libraries and Classrooms

(Note: Copies of most of these are included in the kit.)

Bonham, Frank, Viva Chicano, Dell Publishing Company, New York, 1970, 75¢
Problems of a Mexican American boy facing the life of a juvenile delinquent--until he gets a chance for a new life. Classified as Young Adult.

Hernandez, Luis F., A Forgotten American, Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, 10016, 75¢
An introduction to the Mexican American. Chapters on Conflict of Values, Family, Mexican American Student, Chicano Power.

Meier, Matt S., and Feliciano Rivera, The Chicanos: A History of Mexican Americans, Hill and Wang Publishing Company, 19 Union Square, New York, 10003, 1972, $2.65
An excellent starting point for a teacher for background information on Chicanos. Begins before the Conquistadores came to the New World and continues up to 1970's. Good chapter on Chicanos who have served in the armed forces.

Nava, Julian, Mexican Americans: A Brief Look at Their History, Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York, 10016, 75¢
A general introduction to the Mexican American, summarizing their history and ending with a chapter "Quo Vadis?" addressed to Anglos as well as Mexican Americans.

Palacios, Arturo, Catorce Personas Lindas, Education Systems Corporation, 1750 K Street, N.W., Washington, D.C., 1970, $2.65
Short biographies of 14 outstanding Mexican Americans with a full page drawing of each. Attractive format.

Rose, Peter I., Many Peoples, One Nation, Random House, New York, 1973, $3.65
Text with stories, poems, essays, and songs about the many peoples of the United States. Three stories deal with Chicanos.

Terzian, James and Kathryn Cramer, Mighty Hard Road: The Story of Cesar Chavez, Washington Square Press, c/o Educational Distribution Center, Saw Mill Road, West Haven, Connecticut, 06516, 1970, 60¢
Narrative biography of Cesar Chavez emphasizing his activities as a leader in the struggle to unionize farm workers.

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Young, Bob and Jan, Across the Tracks, Washington Square Press, c/o Educational Distribution Center, Saw Mill Road, West Haven, Connecticut, 06516, 1969, 48¢

During her senior year in high school Betty Ochoa, third-generation Mexican American, faces the problem of her feelings about her Mexican heritage.

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